

Introduction

Purpose

The Utah Pre-Kindergarten Guidelines have been written for the purpose of assuring that children enrolled in preschool and child care programs throughout the state unite their efforts in achieving common objectives. The Guidelines are used to guide and support curricula and provide a framework for professional development. They facilitate the assessment of growth and skill development of young children. Inasmuch as parents and families have the primary role and responsibility for their child's learning in the early foundational years, these guidelines serve as a valuable tool for learning at home, for opening two-way communication with preschool teachers and child care providers, and promote meaningful partnerships for their child's learning today and tomorrow. Decision makers and communities will also find the guidelines to be a great resource to their role in the education of young children.

The Guidelines provide specific research-based objectives as to what children should experience and work toward during their pre-kindergarten year in preparation for entrance into kindergarten. The implementation of these guidelines will improve kindergarten transition and reduce achievement gaps. *However, the Guidelines are not to be used to exclude children from entering kindergarten.*

The Guidelines are designed to be inclusive of all children. Adaptations may be needed for children with special health, physical, social, developmental, or language needs, and related concepts and skills may be added as appropriate in order to assure that every child reaches his/her potential. The Guidelines are implemented by carefully designing experiences that build upon the child's assets, previous knowledge and skills.

Background

The Utah Pre-Kindergarten Guidelines are the result of a collaborative effort between the Utah Office of Child Care and the Utah State Office of Education. A state-wide steering committee composed of teachers and administrators from special and regular education, universities, Head Start, the Office of Child Care, and the State Office of Education, as well as parent and family consultants, developed the Guidelines. A writing committee composed of teachers, specialists, directors, and administrators from child care centers, regular and special education preschools, public schools, Head Start, Utah PTA/Family Center, Centro de la Familia, and the Utah State Office of Education worked to develop the Guidelines, which were then presented to focus groups across the state. The Guidelines were also reviewed independently by district administrators, early childhood teachers and administrators, university professors, health and human services administrators, and State Office of Education specialists.

Organization

The Guidelines include:

- Acknowledgments.
- Intended Learning Outcomes.
- Guidelines divided into domains.

The Guidelines are divided into five domains or general learning areas:

- Approaches to Learning
- Language/Literacy
- Mathematics
- Physical/Health and Safety
- Social/Emotional

Each of the domains is organized into five sections:

- Introduction—provides a short description of the domain and ways that teachers can support learning. For additional ideas go to www.naeyc.org.
- Guidelines—state what children are expected to understand in broad terms.
- Objectives—define the range of concepts and skills within each guideline.
- Indicators—provide specific observable and measurable actions for children acquiring the concepts and skills described in the objectives. These are not meant to be learning activities, but to help guide learning experiences.
- Possible Strategies—serve as a springboard for learning experiences that can be designed to meet the individual needs of each child. They are not intended to include everything a teacher can do.

The Guidelines acknowledge:

- **Parents as first teachers.**

Children's first and most influential teachers are their parents/family. They play a most important foundational role in the child's learning and achievement. When parents, educators, and care-givers work together in the education and well-being of a child, a partnership is formed that will influence the best possible learning outcomes for the learner. Meaningful family-school partnerships focus on:

- Increasing regular two-way communication between parents and their child's teacher and/or child care provider that is meaningful and ongoing.
- Welcoming and preparing family members to be involved in fun learning activities at home.
- Inviting parents and families to on-site programs and activities when possible.
- Coordinating learning experiences with home learning activities and projects.
- Sharing decision making that involves the child's learning, achievement and well-being. When and where appropriate, share in school and organizational governance through shared decision making.
- Coordinating class work and home learning experiences.
- Collaborating with community members and organizations to identify partnership opportunities and resources.
- Respecting, supporting, and honoring the important role of parents as teachers and advocates of their child.

(Adapted from "School, Family, and Community Partnerships" by Joyce L. Epstein, 2002.)

- **Developmentally appropriate practices.**

"A developmentally appropriate classroom [environment] offers a variety of learning opportunities through play and hands-on exploration. During play, young children use hands-on exploration and sensory learning in a very important way; they confidently test new knowledge in a relaxed atmosphere, relate intuitively to existing knowledge, and store that information for future use. A successful learner of any age identifies new information that is relevant, connects it to existing knowledge, focuses to apply it to new situations, and becomes ready to learn more. An appropriate early childhood classroom [environment] establishes curriculum goals that focus on making sense of the concrete world." ("Beyond the Journal: Young Children on the Web," National Association for the Education of Young Children, July 2005.)

- **Growth in the preschool years.**

The preschool years are marked by a period of rapid growth and development. During this time, children's natural curiosity engages them in making sense of their environment by observing, questioning, experiencing, and experimenting. The rapid growth and development that occur during this period are the foundation for all later learning.

- **Children are individuals.**

Children are valuable individuals with unique experiences, interests, and abilities. They make important contributions to their families, schools, and communities. Children develop at different rates and enter school with a variety of experiences, knowledge, abilities, learning styles, cultures, languages and expectations. Instruction needs to continually address the whole child in a well balanced manner and assure that children have daily opportunities to participate in optimal, developmentally appropriate learning experiences.

- **Children learn best through enjoyable interaction.**

Play is a child's work. Through active play, children learn social skills from each other, language skills as they communicate, mathematical skills as they count and explore their environment, and physical skills as they run and jump. A child's enthusiasm and love of learning are maintained when the learning environment provides an ample choice of developmentally appropriate activities, with adequate time to integrate new learning.

Intended Learning Outcomes

The main intent in pre-kindergarten is for children to value learning and develop the skills to gain knowledge and understand their world.

The Intended Learning Outcomes described below reflect the belief that in pre-kindergarten, education should address the intellectual, social, emotional, physical, and ethical development of children. It is important to create a learning environment that fosters development of many aspects of a child. By nurturing development in these interrelated human domains, children will discover varied and exciting talents and dreams. They will be socially and civically competent and able to express themselves effectively.

The outcomes identified below are to provide a direction for general learning experiences, management, culture, environment, and inclusion. These outcomes should be interwoven with the Pre-Kindergarten Guidelines, which offer specific and measurable indicators.

Beginning in pre-kindergarten, children should work to:

1. Demonstrate a positive learning attitude.

- a. Display a sense of curiosity.
- b. Practice personal responsibility for learning.
- c. Demonstrate persistence in completing tasks.
- d. Apply prior knowledge and processes to construct new knowledge.
- e. Voluntarily use a variety of resources to investigate topics of interest.

2. Develop social skills and ethical responsibility.

- a. Respect similarities and differences in others.
- b. Treat others with kindness and fairness.
- c. Follow rules.
- d. Include others in learning and play activities.
- e. Function positively as a member of a family, learning group, school, and community.

3. Demonstrate responsible emotional behaviors.

- a. Recognize own values, talents, and skills.
- b. Express self in positive ways.
- c. Demonstrate appropriate behavior.
- d. Express feelings appropriately.
- e. Meet and respect needs of self and others.

4. Develop physical skills and personal hygiene.

- a. Learn proper care of the body for health and fitness.
- b. Develop knowledge that enhances participation in physical activities and healthy food choices.
- c. Display persistence in learning motor skills and developing fitness.
- d. Use physical activity for self-expression.

5. Understand and use basic concepts and skills.

- a. Develop phonological and phonemic awareness.
- b. Develop vocabulary.
- c. Develop reasoning and sequencing skills.
- d. Demonstrate problem-solving skills.
- e. Observe, sort, and classify objects.
- f. Make connections from content areas to application in real life.

6. Communicate clearly in oral, artistic, and nonverbal form.

- a. Share ideas using varied communication modes including artistic, oral language, and nonverbal behaviors.
- b. Predict an event or outcome based on evidence.
- c. Use appropriate oral language to describe events, objects, people, ideas, and emotions.
- d. Listen attentively and respond to communication.
- e. Use mathematical concepts to communicate ideas.
- f. Use visual art, dance, drama, and music to communicate.

Approaches to Learning

Research shows that children with positive attitudes and behaviors toward learning are more successful in school. The opposite is also true; children who see themselves as incapable or helpless are at risk for failure. The way children view themselves as learners will affect the way they learn. For this reason, *Approaches to Learning* are at the heart of all learning.

Each child enters school with a different level of initiative and self-efficacy. It is the teacher's role to create an environment where children begin to take responsibility for directing their own learning.

Teachers support learning when they:

- Respect the learning process by allowing children to develop at their own rate.
- Model and explain learning strategies or tasks, then gradually shift the responsibility to the child.
- Design learning experiences that build on children's prior experiences and knowledge.
- Make modifications that respond to particular learning needs, strengths, and preferences.
- Allow for different levels of accomplishment based on ability.
- Encourage children to explore materials at their own pace.
- Support creativity (especially when the child's action or idea is not exactly what the teacher had in mind).
- Rotate materials in the learning environment so they are engaging to the children.
- Use a variety of grouping strategies (e.g., large, small, independent, partner, collaborative).
- Help children reflect on their learning by asking open-ended questions about how they approach and solve problems.
- Support children emotionally by creating safe and secure environments.
- Acknowledge and celebrate success.
- Recognize and acknowledge children's strengths.
- Organize the learning environment with a variety of age-appropriate learning materials.
- Arrange well-defined and organized learning areas.
- Acknowledge children appropriately when they experience success or make an effort.
- Model relationship skills that promote safety, security, and an environment free from harm.
- Allow children choices and options.
- Provide materials and experiences that are engaging to both boys and girls.
- Provide materials that reflect the cultural diversity of the group.
- Display children's work.
- Read out loud with children every day.
- Make learning fun.

Learning experiences should:

- Be engaging and relevant to children's lives.
- Reflect children's interests.
- Incorporate the multiple intelligences, i.e.:
 - Intrapersonal—ability to self-reflect
 - Interpersonal—ability to relate to and understand others
 - Linguistic—ability to use words and language
 - Logical/mathematical—ability to reason, logic, numbers, science
 - Musical—ability to understand and create music
 - Bodily-kinesthetic—ability to control and move body
 - Naturalist—ability to understand nature
 - Spatial—ability to perceive images
- Provide for different learning styles, i.e.:
 - Visual—learn through seeing
 - Kinesthetic—learn by moving and touching.
 - Auditory—learn by hearing
- Incorporate the five senses.
- Vary in length, involvement, and complexity.
- Provide new experiences.
- Reflect the cultural diversity of children.
- Stretch and expand children's abilities.
- Be safe.
- Be enjoyable and fun.

Approaches to Learning

Guideline I: The child displays an orientation to learning.

Objective 1: Displays a sense of curiosity and willingness to try new things.	Possible Strategies
a. Actively explores/experiments.	<ul style="list-style-type: none">• Design the physical environment to support exploration: materials are well organized and within children's reach, there is daily free choice time, parameters for use of materials are clear, child knows that the teacher is accessible for help.• Guide child in asking, "Would you like to try it?"
b. Seeks opportunities to participate in new activities.	<ul style="list-style-type: none">• Encourage children who choose the same activity every day to choose a new activity.• Rotate or close centers, helping children make new choices.• Use free choice time to interact with children. Children will be more willing to try something new when they are eased into it and it is made interesting.• Know children's abilities as well as likes and dislikes (e.g., if teacher adds plastic snakes, shells, plastic jewels or some other item to the sand table, a child who normally would not use it will attempt the activity).
c. Asks questions for further information.	<ul style="list-style-type: none">• Model questioning skills during learning experiences (e.g., "There's something that I would like to know. How do we know that there are fewer?").• Plan time (after giving instructions, presenting something new, show and tell and story time) for children to ask questions during daily activities.• Encourage children to ask questions when new materials are introduced.
d. Creates or suggests new activities.	<ul style="list-style-type: none">• Provide opportunities for children to use available materials creatively.• Regularly rotate materials in centers.• Have children participate in decision making regarding learning experiences or extension of activities.

Objective 2: Demonstrates confidence in a range of abilities.	Possible Strategies
a. Is aware of and believes in own abilities.	<ul style="list-style-type: none"> • Provide opportunities and time for the children to solve problems. • Allow children to revisit learning experiences and improve on earlier attempts. • Remind children of their past successes.
b. Attempts challenging activities.	<ul style="list-style-type: none"> • Design learning experiences that are challenging, but within children's abilities. • Help children identify the challenging factor in an activity and come up with possible strategies.
c. Asks for help when needed.	<ul style="list-style-type: none"> • Set up routine for children to ask for help (e.g., children ask for help from two peers before asking assistance from the teacher to get out the large blocks). • Design activities that require collaboration between students. • Model asking for and accepting help (e.g., "Can you help me carry these baskets? Thank you. It would take me two trips if I did it by myself.").

Guideline II: Child develops abilities and skills that promote learning.

Objective 1: Persists in completing tasks.	Possible Strategies
a. Attempts tasks until satisfied with results.	<ul style="list-style-type: none"> • Ask child how work is "coming along," or ask "What is your plan?" • Make suggestions such as, "Have you tried using other materials?" "What might you use?" "Where might that work?"
b. Ignores minor distractions.	<ul style="list-style-type: none"> • Arrange the room by placing loud and active centers away from quiet centers. This helps children in quiet centers concentrate on their work while allowing children in a louder center to fully enjoy their work.

Objective 2: Works collaboratively with others.	Possible Strategies
a. Shares materials.	<ul style="list-style-type: none"> • Model, use, and encourage phrases such as: “May I use that after you?” “May I share with you?” • Provide enough materials so that children will not become frustrated when sharing.
b. Helps others.	<ul style="list-style-type: none"> • Arrange for cleanup buddies to help encourage completion of tasks. • Provide opportunities for children to help each other.
c. Takes turns.	<ul style="list-style-type: none"> • Design activities in which children can work with partners or small groups on a cooperative project. • Help children take turns as they play games.
d. Follows rules.	<ul style="list-style-type: none"> • Post illustrated rules, and help children relate rules to daily interactions and activities. • Guide children in creating rules and consequences that are concise and small in number.
e. Respects others and self.	<ul style="list-style-type: none"> • Model and encourage courteous language. • Be respectful of children. • Include toys, literature, music, dress-up clothes, and snacks that reflect the cultural diversity of the group. • Prompt children to provide appropriate comments and actions after a child shares work or items (e.g., “What can you say about your friend’s work?”). • Ask child to comment positively about the work that he/she has done (e.g., “What did you like?” “What did you enjoy?” “What did you learn?”).
f. Accepts responsibility (e.g., cleans up, does own share of work, accepts assigned role).	<ul style="list-style-type: none"> • Involve all children in group jobs, delegating fairly and enabling all children to be contributors to a caring learning environment. • Plan community building activities and games such as partner painting, freeze tag with the teacher against the children (there’s no way you’ll win, but the children help each other become “free” and work together).

Objective 3: Approaches tasks with organization.	Possible Strategies
a. Makes plans and achieves goals.	<ul style="list-style-type: none"> • Listen as children explain a work plan for free choice activities. • Encourage or help clarify the work plan, and then check with children to see whether the plan has been accomplished.
b. Knows how to access resources.	<ul style="list-style-type: none"> • Clearly label where materials belong with pictures and words. • Help maintain orderly materials by providing appropriate space and containers.
c. Knows how to find an appropriate space to work or play.	<ul style="list-style-type: none"> • Establish methods for children to determine work and play space (e.g., work mats that children can use to create a work area, center charts that include the number of children who can participate, and clearly defined center areas).

Language and Literacy

Receptive and Expressive Language (Listening and Speaking)

Language is the basis for understanding and communicating in most aspects of life. The development of language begins in infancy, and by the preschool years many children have vocabularies that include several thousand words and continue to increase at a remarkable rate. One of the best predictors of reading success is the number of spoken words a preschooler knows and uses.

Teachers support learning when they:

- Engage in conversations with a child.
- Model correct grammar, articulation, and vocabulary.
- Read daily from a variety of literature genres.
- Design learning activities that develop vocabulary.
- Utilize real objects or pictures when introducing or reinforcing new vocabulary.
- Create a language-rich environment, including eye-level alphabet charts, reading centers, listening centers, writing centers, dramatic play centers, and labels.
- Include literacy props, materials, and literature in learning centers.
- Strategically place and remove objects throughout the room that will instigate conversations among children.
- Know a child's language level, and group children in ways that will support language development.
- Wait for a child to make requests.
- Reread favorite books or other literature.
- Model complex sentence structures that are just above the child's level.
- Rephrase comments to improve the child's understanding.
- Check for understanding by asking questions.
- Give a child opportunities to present, such as show and tell and share work.
- Provide opportunities to memorize a variety of rhymes, including chants, poems, and nursery rhymes.
- Participate in and encourage pretend play.
- Use a wide variety of media and presentation forms, including storytelling, pictures or drawings, posters, appropriate multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs.
- Sing a wide variety of songs, including those that reflect the cultural makeup of the group.
- Play with language by making up silly words, singing rhyming songs, and playing with children's names.

Teachers support English language learners (ELLs) when they:

- Recognize that a “silent period” which may last several months is typical for children who are initially learning English.
- Limit length of speech to essential words and concepts for children who are just beginning ELLs.
- Speak at a moderate rate.
- Offer translations for ELL children when possible.
- Provide visual aids that support language.
- Accompany oral language with gestures and intonation that assist comprehension.
- Rephrase in English what the child has said in his or her home language if possible.
- Encourage children to connect their home language with newly learned words.
- Provide reading and listening materials in the child’s first language if possible.
- Develop peer support within the group for assisting ELL children with translations or explanations when necessary.
- Create daily opportunities for children to work collaboratively.
- Allow more time for students to respond to questions based on cultural norms.

Concepts of Print

Understanding how printed words work is a critical reading and writing skill. The understanding that print carries meaning and is the connection between the spoken and written word needs to be present before a child can read or write. A child’s purposeful exposure to various forms of print will build this essential understanding.

Teachers support learning when they:

- Provide a variety of texts such as menus, books, magazines, charts, record sheets, recipes, telephone directories, journals, theater programs, newspapers, maps, instruction booklets, movie or music labels, food and product labels (including those in different languages), and store fliers.
- Use big books for story time.
- Provide shared writing activities.
- Point to words, modeling directionality and return sweep while reading texts (running a finger across the line and returning to the beginning of the next line).
- Display and refer to environmental print.
- Give opportunities to look at books and other written materials independently.
- Provide opportunities for independent emergent writing, such as writing what is dictated by the child and using writing tools to scribble, writing letter-like forms.
- Provide opportunities to use manipulatives such as magnetic letters, felt letters, sandpaper letters, and letter stamps.

Phonological and Phonemic Awareness

Research shows that phonological awareness begins with hearing and understanding different sound units in language such as words, syllables, and rhymes, and expressive features such as pitch, stress, and rate. Phonemic awareness is a strong predictor of success in beginning reading. A child needs to hear and identify individual sounds (phonemes) within spoken words (e.g., the word “kite” consists of three individual sounds or phonemes).

Teachers support learning when they:

- Teach lessons that are explicit and delivered in a logical sequence.
- Read stories, sing songs, and recite poems that have rhyme and/or alliteration.
- Lead children in playing with language.
- Provide activities that increase an awareness of the rhythm of language, such as clapping the rhythms of children’s names or other familiar words.
- Provide activities that increase children’s listening skills or awareness of sound units in language spoken around them.

Emergent Writing

Although children develop writing abilities at different rates, they follow similar developmental stages. Children express their ideas and feelings symbolically beginning with drawings or squiggles which symbolize words. Eventually, these squiggles begin to approximate letter shapes. Later, as children begin to learn about letters, random letters will begin to appear in their writing. Finally, letters will be used purposefully, after the child has developed an association between letters and their sounds.

Teachers support learning when they:

- Supply a variety of writing tools, including thick and thin pencils, crayons, markers, white boards, paint brushes, Magna Doodles, and a variety of paper, such as colored paper and paper of different thicknesses and textures.
- Model proper writing in many ways (e.g., writing children’s dictation, writing questions that could be asked of a visitor, or making a list for a food experience).
- Conduct interactive writing experiences where children explore the nature of words before writing.
- Provide genuine writing opportunities that are connected to learning activities (e.g., sign-in sheet for activity center, attendance roster, and daily graph).
- Explain and demonstrate purposeful writing, such as writing a thank you note to a parent, a child or another teacher.
- Encourage each child’s writing approximations (e.g., squiggles, drawings, letter approximations).
- Provide writing opportunities in all learning centers.
- Immerse the children in written language (e.g., labeling of supplies and toys, environmental print in writing center, children’s names displayed on word wall).

Language and Literacy Guidelines

Guideline I: The child develops an understanding of language for the purpose of effectively communicating through listening and viewing.

Objective 1: Listens attentively and comprehends a variety of oral language forms.	Possible Strategies
a. Listens to and follows directions or requests.	<ul style="list-style-type: none">• Play games such as “Simon Says” and “Mother May I” which allow children to respond nonverbally.• Provide a listening center with a variety of stories, songs, and books, including some from different cultures.
b. Listens for different purposes.	<ul style="list-style-type: none">• Have children listen and signal when they hear a specific word or sound in a story or song.• Provide opportunities for children to listen for enjoyment, to learn something, for instructions, or for certain sounds or words.
c. Responds appropriately to questions.	<ul style="list-style-type: none">• Encourage interaction by asking questions during read-alouds, presentations, news items, and show and tell.• Allow think time (three or more seconds) between asking a question and accepting responses.
d. Connects information and events with real-life experiences.	<ul style="list-style-type: none">• Ask open-ended questions that connect activities, stories, or situations to past experiences (e.g., “Who do you know that has an animal like his?”).• Read a wide variety of informational (nonfiction) texts.

Objective 2: Develops language through viewing a wide variety of presentation forms.	Possible Strategies
a. Describes details or descriptions of what has been seen.	<ul style="list-style-type: none"> • Employ a wide variety of presentation forms, such as reading picture books, drama, posters, charts, and multimedia. • Provide conveniently located books and props so that the child is able to retell a story independently. • Help children describe events in daily activities (e.g., what they saw on a nature walk).
b. Predicts outcomes using pictures or other visuals.	<ul style="list-style-type: none"> • Encourage children to read wordless books using the pictures as prompts. • Read texts interactively, asking children to predict what will happen next, to act out small parts, or to tell how they feel about particular characters.
c. Connects what is seen with real-life experiences and events.	<ul style="list-style-type: none"> • Ask open-ended questions that connect activities, stories, or situations to past experiences (e.g., “Does this remind you of anything you’ve done before?”). • Share own insights and experiences with children.

Guideline II: The child develops an understanding of language for the purpose of effectively communicating through speaking.

English language learners move from silent periods to using single words for concrete objects and from short phrases to using simple or complex sentences in all areas of expressive language.

Objective 1: Develops expressive language through speaking.	Possible Strategies
a. Uses language to play or create.	<ul style="list-style-type: none"> • Ensure that children have uninterrupted time to explore and build with interesting and engaging materials and play in the dramatic play area. • Engage children in conversation by scripting or planning out play (e.g., “Are you the worker in the grocery store? Who can I be? What do I do? What do I say?”). • Play with and alongside children to spark creativity and engage less interested children. • Allow children to play using their home language. • Validate child’s culture and language and see it as a valuable asset.
b. Speaks in simple sentences of varying length.	<ul style="list-style-type: none"> • Provide puppets and props for children to act out scenarios and use language in pretend play. • Use literature, songs, and chants with repetitive phrases that are incorporated into classroom language use. • Correctly rephrase child’s grammatically incorrect statement without negative connotation. • Help children extend sentences by saying “tell me more.”
c. Speaks clearly enough to be understood by adults.	<ul style="list-style-type: none"> • Initiate conversations with children. • Listen and respond to child-initiated conversations.
d. Participates in conversations.	<ul style="list-style-type: none"> • Occasionally join in on play, interacting verbally with children. • Engage in meaningful open-ended conversations with children, extending topics beyond immediate activities (e.g., “Where are you going over the weekend? What did you do for your birthday?”). • Design learning experiences where children are involved in structured interchanges, such as sharing an experience or information with a partner (pair-share).

Objective 2: Increases in vocabulary development.	Possible Strategies
a. Connects new vocabulary with known words or experiences.	<ul style="list-style-type: none"> • Read a variety of texts aloud to children in order to introduce and reinforce new vocabulary. • Connect new words with words the children already know, using props, pictures, or drawings if necessary. • Before reading a story with unfamiliar words, tell the story by paraphrasing it as children look at the illustrations, emphasizing meaning of new words. Reread the story using the new words for which you have already offered simplified meanings. • Ask ELLs to offer the translation for a new word in their home language and share it with the group. • Point to pictures or objects as you describe them. • Talk about new vocabulary and meanings as you look at pictures in books.
b. Uses visual and verbal information to comprehend new words in stories and oral language.	<ul style="list-style-type: none"> • Use gestures, voice inflections, or restate to increase comprehension. • Be aware of which upcoming words might be unknown to children and provide examples, models, picture cards, or drawings to assist in teaching. • Serve as a model for new vocabulary, intentionally using chosen words throughout the day in meaningful ways.
c. Understands descriptive words (e.g., color, size, shape).	<ul style="list-style-type: none"> • Use descriptive words purposefully in conversations with children. • Provide and read books, poems and other texts that include descriptive words. • Provide interesting objects from their world for children to explore and describe.
d. Transfers learned words to new setting.	<ul style="list-style-type: none"> • Provide hands-on experiences where children will actively acquire and use new vocabulary. • Help reinforce and transfer new vocabulary by extending the theme into the dramatic play and other areas, allowing children to use their new vocabulary interactively. • Be aware of language misconceptions children may have, and listen for correct usage by children.
e. Understands comparison words (e.g., small, smaller, smallest).	<ul style="list-style-type: none"> • Encourage children to act out stories such as “The Three Bears” using props. • Incorporate movement activities where children learn about comparison words by using their bodies, such as challenging them to make tall, small, or smaller-sized shapes with their bodies.

Objective 3: Responds to and asks questions.	Possible Strategies
a. Responds appropriately to directions and questions.	<ul style="list-style-type: none"> • Ask simple open-ended questions. • Regularly check for understanding by asking, “What questions do you have about...?” “What do you want to learn more about?” • Be aware that ELLs may respond inconsistently as they attempt to follow the lead of other children when they do not understand what is happening.
b. Answers simple questions.	<ul style="list-style-type: none"> • Allow for three to six seconds of “thinking time” between question and response. • Engage children in conversations and ask questions to extend their thinking.
c. Asks questions for clarification or to learn more.	<ul style="list-style-type: none"> • Have children think of questions they will ask in preparation for a field trip or visitor. • Model questioning techniques by introducing question starters: who, where, when, why, what, and how. • Respond to all questions respectfully.

Guideline III: The child develops an understanding of how printed language works.

Children who come from cultures that do not use the Roman alphabet may need additional support to learn directionality skills.

Objective 1: The child demonstrates an understanding that print carries “the” message.	Possible Strategies
a. Is aware of and can identify environmental print (e.g., logos, picture symbols).	<ul style="list-style-type: none">• Encourage parents and children to point out common logos and signs in their communities, including traffic signs, restaurants, stores, foods, candies, and toys.• Label centers and materials with picture symbols and words (e.g., headphone symbol for listening center is accompanied by words; labels are rotated regularly to draw attention to them, and children help create labels for classroom centers and materials).• Point out signs at school, explain them to children, and encourage them to find similar signs elsewhere.
b. Is aware of different forms of print (e.g., magazines, posters, menus, computer keyboard).	<ul style="list-style-type: none">• Use different types of print forms throughout the learning environment (e.g., the dramatic center has a telephone directory and menus; traffic signs are in the outdoor environment).• Provide examples of appropriate use of different forms of print (e.g., I need to let people know not to destroy my block building, so I will make a poster; I need to find a phone number, so I will use the telephone directory; I want to find out what happened today, so I will read the newspaper).
c. Engages with print.	<ul style="list-style-type: none">• Enthusiastically read texts selected by children.• Design reading centers so that they are attractive and inviting, with book covers facing the children at eye level and a variety of genres of books reflecting diverse children, workers, and cultures are included.• Place familiar books in the reading center for children to read or retell.• Take on the role of “reader,” and interpret children’s writing.• Encourage children when they pretend or attempt to read using information from pictures and print clues.

Objective 2: Develops alphabet knowledge	Possible Strategies
a. Recognizes the difference between letters, numbers, and other symbols.	<ul style="list-style-type: none"> • Strategically display and refer to alphabet and number posters. • Provide three-dimensional letters and numbers for exploration and sorting (e.g., magnetic, foam, plastic, rubber, wooden). • Use a wide variety of instructional materials (e.g., songs with letter or number props, modeling clay to form letters, alphabet books, alphabet stamps). • Encourage children to make letter or number formations with fingers, hands, arms and whole body.
b. Recognizes at least 10 letters, including those in own name.	<ul style="list-style-type: none"> • Help children create a word wall made up of children's first names and photographs. • Connect alphabet experiences to child's name, beginning with the first letter and continuing through the rest of the name. • Help children identify characteristics of letters that can be confusing because of their similarity to others (e.g., b/d, p/q, i/l, m/n, u/v, h/n).
c. Understands that letters represent sounds.	<ul style="list-style-type: none"> • Take advantage of teaching moments when children recognize or ask questions about letters. • Use children's names to reinforce letter/sound associations: "This child's name begins with a "P" and the sound /p/. Who might it be?"

Objective 3: Demonstrates knowledge of elements of print within text.	Possible Strategies
a. Recognizes that print is read from top to bottom and left to right.	<ul style="list-style-type: none"> • Model and explain directionality regularly as texts are read. • Encourage children to point to words as they read, (e.g., “Read with your finger”).
b. Holds books right side up.	<ul style="list-style-type: none"> • Show children how to use illustrations to determine whether the book is right side up.
c. Understands that a book has a front and a back cover.	<ul style="list-style-type: none"> • Point to and label the covers as front and back. • Ask children to use the book covers to predict what the text might be about, which characters might be involved, and where it might take place.
d. Understands that illustrations help tell the story.	<ul style="list-style-type: none"> • Regularly involve children in activities prior to reading a book where they examine the illustrations, tell what is happening, predict what might happen, identify the characters and what they are doing, notice the setting and make connections between the illustrations and personal experience (picture/book walks). • Use the illustrations to further understanding of the text. “Let’s see what the illustrations have to show us.”
e. Understands that a book has a title.	<ul style="list-style-type: none"> • Regularly offer the title, author, and illustrator of texts, and explain their contributions. • Ask children which book they would like to hear, giving them the opportunity to name the title of a book. Acknowledge their responses (e.g., “Good, you know the title of that book,” or “I know which book you mean. The title is <i>Cookie’s Week</i>.”)

Guideline IV: The child develops phonological and phonemic awareness.

Objective 1: Demonstrates phonological awareness.	Possible Strategies
a. Responds to the rhythm of spoken language.	<ul style="list-style-type: none">• Use chants, songs, and poetry that have natural rhythm such as “Who Stole the Cookies from the Cookie Jar?,” “One Potato, Two Potato,” “Engine, Engine, Number Nine.”• Have children choose a movement or body motion to respond to rhythms (e.g., tap, clap, jump, shake hands, sway body).• Model movement.
b. Is <i>beginning</i> to recognize word parts (syllables) in simple words.	<ul style="list-style-type: none">• Model clapping to names of varying lengths.• Respond physically to syllables in familiar words (e.g., stomp, jump, pat, or, push small objects on a table).

Objective 2: Discriminates between sounds.	Possible Strategies
a. Identifies the beginning sounds of familiar words (not letter name) especially in own name.	<ul style="list-style-type: none">• Use stories, songs, and poems with strings of words that begin with the same sound (alliteration).• Use songs, finger plays, and poems that incorporate and play with children’s names (e.g., “Willaby Wallaby Woo”).• Choose books that focus on specific sounds.
b. Develops the concept of rhyme.	<ul style="list-style-type: none">• Use poetry, songs, and stories to familiarize children with rhymes.• Have children fill in the rhyming word in familiar poems, songs, stories, and informational books.• Use poetry, songs, and stories that have matching rhymes, such as “Down by the Bay.” Try to “fool” the child occasionally, by offering words that do not rhyme.

Guideline V: The child uses emergent writing for a variety of purposes and audiences.

Objective 1: Understands that writing conveys meaning.	Possible Strategies
a. Writes to express ideas, thoughts, and feelings using scribbles, approximations of letters, or known letters to represent written language.	<ul style="list-style-type: none">• Incorporate writing materials into free choice centers (e.g., the home center telephone has paper and pencil for taking messages, the building block center has index cards and markers for labeling projects).• Include writing experiences as part of the daily routine (e.g., journals, literature response, sign-in, schedule).• Encourage children to make a play plan by writing/drawing what they plan to do.
b. Reads own writing.	<ul style="list-style-type: none">• Plan time for children to share their writing with each other.• Ask children what they have written.
c. Uses a variety of forms of writing such as notes, labels, letters, signs, and stories.	<ul style="list-style-type: none">• Design writing experiences where children make big books, write thank you notes, label projects, or write snack menus.• Display and use a variety of texts throughout the learning environment (e.g., menus, magazines, sign-in charts, posters, bulletin boards, labels).
d. Dictates stories, poems, and personal narratives.	<ul style="list-style-type: none">• Invite older children or adults to read and/or write dictation with younger children.
e. Knows that the meaning of print does not change.	<ul style="list-style-type: none">• Reread selected texts so that children hear the same words every time they are read.• Have children join in as you read familiar texts.• Provide a listening center where children may replay stories, songs, and poems.

Objective 2: Uses a variety of resources to write.	Possible Strategies
a. Uses a variety of writing tools.	<ul style="list-style-type: none"> • Provide a wide variety of writing tools, including pencils, crayons, markers, and brushes of different widths and sizes; paper of different textures, colors and sizes, both lined and blank; stationery; envelopes; and alphabet and picture stamps. These materials are rotated regularly to maintain children's interest. • Provide different mediums for writing, including those that can be easily erased (e.g., Magna Doodle, salt trays, white boards, chalk boards, shaving cream). • Have children select the writing materials for making a poster, writing a note, or drawing on the sidewalk.
b. Uses environmental print as a model for drawing and writing.	<ul style="list-style-type: none"> • Organize a collection of words to be used interactively by children. These words may be placed on a word wall or a board and written in large letters. Each word is accompanied by a picture or drawing. These words can be organized in alphabetical order or thematically such as toy words or food words. • Guide children by asking where a needed word might be found in environmental print (e.g., a child asks the teacher to help write a friend's name—"There are a couple of places where your friend's name is written; can you think of one? Let's go look").

Mathematics

Mathematics is a way of thinking about patterns, relationships, and seeking multiple solutions to problems. A child's knowledge of math concepts and language are used in all domains of learning.

Children learn best when their natural interests and curiosity are nurtured. Quality learning environments should focus on actual hands-on experiences during play and interaction with others, and incorporate well-designed mathematical experiences. Preschool-age children should experience language-rich environments that help children connect mathematical concepts, problem solving, and reasoning skills to previous knowledge.

Teachers support learning when they:

- Give children adequate time to explore and experiment with manipulatives before starting directed work.
- Design experiences where children explore and experience their environment to identify spatial relationships such as: "How many children fit inside the castle in the outdoor area?"
- Model and encourage correct mathematical language throughout the day.
- Use mathematical language to extend the child's understanding within the context of his or her experiences such as: "Do you want half of a glass of milk or a full glass of milk?," "Would you like more or fewer grapes than five?," or "Would you like more or fewer grapes than I have?"
- Integrate math based language experiences, including stories, chants, and songs such as "Five Little Speckled Frogs," "Five Little Ducks," and "Three Billy Goats Gruff" to focus on or reinforce mathematical concepts.
- Provide a variety of manipulatives and materials in the math center.
- Integrate mathematics throughout the day, such as counting snacks; naming the shapes of the blocks they use in the blocks center; identifying shapes in the outdoor environment; seriating objects during dramatic play for the baby, mommy, and daddy; and counting the beats in simple musical rhythms.
- Link math to home by designing experiences where children use the concepts and skills learned in school and apply them to home, such as counting how many steps from the bed to the door, counting the chairs at the dining table, finding a circle in the home, or finding a pattern on a floor or wall.
- Incorporate the use of the water table, sandbox, play dough, modeling clay, and large blocks for exploration and development of mathematical concepts.

Mathematics Guidelines

Guideline I: The child understands simple number concepts and operations.

Objective 1: Develops counting skills.	Possible Strategies
a. Recites numbers in order from 1-10 (rote counting).	<ul style="list-style-type: none"> Lead the children in oral counting to 10 and beyond as part of the daily routines (e.g., counting children, lunch count). Sing or chant number songs and rhymes such as “One Potato, Two Potato,” “I Caught a Fish,” and “One, Two, Buckle My Shoe.”
b. Counts objects in a group up to 5.	<ul style="list-style-type: none"> Design multi-sensory counting sets (e.g., visible objects, tactile objects, or audible sounds with instruments). Limit the number of children that can participate in certain centers and have children count to check whether a center is full before participating.
Objective 2: Uses whole numbers to create, match, and compare 1-5 objects.	
a. Creates groups of up to 5 objects.	<ul style="list-style-type: none"> Ask a child to count out and group a desired number of objects (e.g., 1-5 crackers, marbles, crayons, popsicle sticks) for each child at the center. Turn the dramatic play center into a store where children can buy items with play money (e.g., three cans of soup cost three dollars).
b. Matches equivalent sets of objects.	<ul style="list-style-type: none"> Provide two sets of 1-5 objects such as toy cars and toy people. Children place one person in each car. Play “Everyone in my Family.” Prepare a bag of materials with one of each item for each family member. A small group of children is chosen to be the family with another person as “it.” The teacher or another child calls out, “Everyone in my family has a hat.” “It” places a hat on each family member. The game leader calls out the next object (e.g., book, pencil, crayon, plate, cup). Provide domino cards with up to 5 objects per side. Have children prepare for an activity by placing appropriate material at each child’s place.
c. Visually identifies or counts to determine which of two sets has more (1-5).	Provide game cards with sets of dots (1-5) in different configurations for children to turn over and play “war.” The child with more dots wins opponent’s card.

Guideline II: The child will identify and use patterns to represent mathematical situations.

Objective 1: Identifies and sorts objects according to common attributes.	Possible Strategies
a. Identifies attributes of objects.	<ul style="list-style-type: none"> • Provide a wide variety of concrete objects and guide children as they explore attributes such as texture, shape, color, pattern, material, size, sound and use. • Take an organization tour of the learning environment and observe how centers are organized (e.g., art materials go together with all glue sticks in a basket, crayons in a basket, wide markers and thin markers in separate baskets).
b. Sorts objects into groups.	<ul style="list-style-type: none"> • Have children go to the beach (sand table) and find hidden shells, which will then be sorted. • Encourage children to sort and return items they have used to their proper place and containers. • Provide junk boxes that contain objects such as buttons, old keys, or different types of paper clips.

Objective 2: Identifies and uses patterns.	Possible Strategies
a. Identifies patterns in daily routines and environment.	<ul style="list-style-type: none"> • Post a daily schedule which consists of words and pictures. Children help make changes as necessary so that they see the consistency in their schedule. • Have children look and listen for verbal, auditory or movement patterns in the learning environment (e.g., tick of a clock, sound of footsteps, door opening/closing). • Provide objects such as leaves, pinecones, and rocks for children to explore natural patterns in their environment.
b. Participates in sequencing sounds, motions, or objects.	<ul style="list-style-type: none"> • Teacher models, and has children join in sequencing, sounds or motions in poems or songs. • Direct child in patterning games that involve 2-3 different motions (e.g., hop, clap, hop, clap; or hop, hop, clap). • Provide opportunities for children to create patterns with real objects (e.g., placing fruit on a skewer, stringing colored cereal, setting places at a table).

Guideline III: The child will identify attributes of and create simple geometric shapes and describe spatial relationships.

Objective 1: Creates and identifies simple geometric shapes.	Possible Strategies
a. Identifies attributes of concrete 2-D and 3-D shapes.	<ul style="list-style-type: none"> • Provide a wide variety of concrete materials and many opportunities for children to freely explore the properties of shapes. • Provide opportunities for children to experience shapes of different sizes and orientations (e.g., a variety of three-sided shapes with sides of different lengths, not just right or isosceles triangles; four-sided shapes which include some that do not have four right angles or either four or two sides that are the same length). • Guide children in exploring shapes' attributes (e.g., number and types of corners and sides; whether they roll, slide or stack). • Provide materials such as play dough for children to create and name shapes.
b. Creates 2-D and 3-d shapes.	<ul style="list-style-type: none"> • Provide materials such as play dough, modeling clay, wet sand and fillable shapes for children to create shapes. • Recognize that children will be creative when they make shapes. The objective is to explore shapes not to limit their experience to specific geometric shapes. • Encourage children to name their created shapes.
c. Recognizes that some shapes have specific names.	<ul style="list-style-type: none"> • Go on a shape search where children identify different shape characteristics and observe which shapes are found most frequently in their environment • Provide objects, including multicultural objects in a variety of geometric shapes (e.g., spheres: marbles, poi balls, tamari balls; cylinders: rain sticks, drums, flutes). • Provide a collection of items with obvious geometric shapes. Children feel the shapes, name a shape they feel or see, and then sort them into categories. • Have children identify geometric shapes in art and objects (e.g., woven baskets, painted pots, beaded necklaces, quilts). • Use correct geometric names when identifying shapes.

Objective 2: Develops simple spatial relationships.	Possible Strategies
a. Manipulates objects to fit into appropriate spaces.	<ul style="list-style-type: none"> • Provide a wide variety of pegboards, puzzles (include pegged, puzzles with several openings for single pieces, multiple-pieced puzzles, and floor puzzles). • Help children see how rotating or turning a puzzle piece or other shape will allow it to fit into its space. • Help children create collages by arranging pictures or objects onto paper. • Help children plan the position and size of objects in drawings so that they do not run out of space. • Provide miniature toy houses, garages, or barns where children can use toys within a limited area and enclosed space.
b. Manipulates shapes to create designs and change shapes and arrangements.	<ul style="list-style-type: none"> • Have children use play dough to form shapes and then reshape into other shapes. • Play transformers with interlocking building toys. Build a small model and have children duplicate your model. Then change one or two pieces to “transform” it into a new model. Have children rebuild their models to match yours. • Challenge children to use pattern blocks or shape cutouts to create new shapes. • Provide geoboards and rubber bands to explore and create shapes with three or more sides. • Have children use toothpicks and modeling clay, beads, pattern blocks, or cubes to create and duplicate shapes. • Supply children with paper shapes for them to fold to see what new shapes are formed. • Challenge children to form geometric shapes with their bodies, alone or in pairs.
c. Describes paths, positions and directions in environment.	<ul style="list-style-type: none"> • Help children make and read a group book with photographs of a toy in different positions (e.g., under the table, in the sink). • Create an obstacle course and have children verbally direct each other to move through it (e.g., go under the slide, over the sidewalk, up the ladder, around the pole). • Play “X marks the spot” by creating a simple map of the learning environment with an “X” marking where the treasure is located. Have children describe how to move through the environment in order to locate the treasure.

Guideline IV: The child will understand and use simple measurement words and tools to compare objects and collect data.

Objective 1: Develops an awareness of time.	Possible Strategies
a. Identifies morning and night.	<ul style="list-style-type: none"> • Help children anticipate an upcoming event (field trip, assembly, nature walk, cultural celebration) by placing a simple picture symbolizing the event onto the weekly calendar/schedule. Review the event using “yesterday,” “today,” and “tomorrow” or counting the number of nights (sleeps) or mornings (wake ups) until the event. • Integrate literature and music such as “Goodnight Moon” and “Here We Go Round the Mulberry Bush.”
b. Demonstrates understanding of “before” and “after.”	<ul style="list-style-type: none"> • Provide an illustrated and labeled daily schedule so that children know what is coming up during their day. This schedule can be reviewed during the day: “We will have center time before we have outdoor time. After outdoor time we will have snack time.” • Talk to children about what they did before class and what they might do after class. • Refer to the clock when talking about upcoming events (e.g., we will go outside when the big hand is pointing straight down to the six). • Converse with children about what they did yesterday or what they might do over the weekend. • Have children share with you what they liked when they were “little” and what they might like to do when they are “big.”
c. Understands that events have different durations.	<ul style="list-style-type: none"> • Provide a stopwatch for children to time themselves participating in different activities such as running races, washing hands, cleaning up, or singing a song. • Use daily schedule to compare duration of different events (e.g., we spend 10 minutes cleaning up before we go outside, and 20 minutes in music).

Objective 2: Uses techniques and tools for comparing objects.	Possible Strategies
a. Uses measuring tools informally.	<ul style="list-style-type: none"> • Supply sand or water table with measuring cups and measuring spoons and containers. • Provide items such as a bathroom scale, an analog clock, timer, rulers, tape measures, a wall thermometer, and a growth chart in the learning environment. • Challenge children with simple measurement tasks such as counting how many cups of water will fit in a jar, which is the tallest child, or weighing a variety of objects on a bathroom scale.
b. Compares objects informally, including those with significantly different common attributes (e.g., length, mass, capacity, temperature).	<ul style="list-style-type: none"> • Provide tools such as balance scales, thermometers, measuring cups, and other containers for children to use in their explorations of measurement. • Have children place items side by side when comparing length. • Have children compare area by placing one item on top of another. • Model and guide children in the use of measurement words. • Have children compare film containers that you have previously filled with objects that the children can shake to seriate by the noise they make (one pebble, four pebbles, 10 pebbles) • Fill red ketchup containers with different amounts of water “ketchup” so children can seriate using weight.

Guideline V: The child will collect data, draw conclusions and make predictions from data.

Objective 1: Collects data.	Possible Strategies
a. Uses objects and pictures to collect data.	<ul style="list-style-type: none">• Use objects such as shoes to determine what types of shoes are worn to school, shirts to see what types of shirts are worn (t-shirts, button shirts, long-sleeved shirts, turtlenecks), or pictures of the group to see what colors or lengths of hair are represented.
b. Creates graphs cooperatively with teacher and other children.	<ul style="list-style-type: none">• Provide frequent opportunities for children to participate in graphing, such as daily T-graphs where they move their names back and forth between two columns as they arrive or leave.• Have children use grouped items such as crayons to count and decide what the group's favorite color is.
Objective 2: Draws conclusions and makes predictions from data with teacher guidance.	Possible Strategies
a. Counts and compares data to draw conclusions, with teacher guidance and questioning.	<ul style="list-style-type: none">• Ask child to interpret the weather graph and conclude which weather type occurred the most/least.• Count number of boys and number of girls and conclude which group has more children present.
b. Uses information to predict futures events.	<ul style="list-style-type: none">• Children use the attendance graph to determine how much snack they need (e.g., "Do you think we will need one bag of carrots or two?")• Use the weather chart to predict whether jackets will be needed for outdoor play.

Physical/Health and Safety

Research shows that if children are healthy and feel safe, they will learn better. Physical development is integral to building children's self-esteem, confidence, fitness, and well-being. As children refine their physical movements, they develop higher-order thinking skills that are necessary for future social and academic success.

Fine motor development plays an integral part in the child's school performance. Children need well-rounded playtime with opportunities to develop both large and small motor control. The child's chosen "play activities" will have an enormous influence on the ability to focus and enjoy later schoolwork. The toys a child plays with affect motor development.

Physical

Teachers support learning of large motor skills when they:

- Teach, model, and maintain proper safety rules.
- Teach, model, and provide many opportunities to run, gallop, throw, catch, hop, kick, dance, jump, climb, pull, carry, stretch, bend, twist, and move isolated parts of the body.
- Provide a safe, spacious environment to practice large motor skills.
- Continually encourage, challenge, and stretch children's large motor skills.
- Provide a variety of equipment that encourages the development of large motor skills and helps sustain the child's interest in the activities.
- Participate in large motor activities with the child.
- Teach through both organized and spontaneous play.
- Teach traditional games as child readiness develops.
- Communicate with parents regarding the types of clothing and footwear that facilitate participation in large motor activities.

Teachers support learning of small motor skills when they:

- Teach, model, and maintain proper safety rules.
- Teach, model, and provide many opportunities to practice building with large and small blocks, molding clay, using scissors or tongs, stringing beads, placing pegs in holes, assembling puzzles, using a computer mouse, and using a variety of writing utensils (pencils, crayons, markers) and art mediums (painting, printing, manipulating clay, stamping).
- Provide a variety of equipment and activities to foster fine motor development and keep the child's interest.

Health and Safety

Knowledge and habits of healthy living begin early in life. While young children are not in charge of providing themselves with a healthy environment and lifestyle, they can begin the lifelong process of developing habits of healthy living and physical activity.

Teachers support learning when they:

- Establish routines that promote healthy habits (e.g., hand-washing, toileting procedures, keeping a clean environment, putting on own outerwear, and wiping own nose).
- Model healthy eating habits.
- Teach, model, and maintain proper rules that promote safety and well-being (e.g., use “walking feet,” keep hands and body to self, respect others and their property).
- Teach proper use of tools and equipment in order to promote safety (e.g., scissors, woodworking center tools, cooking instruments).
- Provide healthy choices at snack and meal times.
- Provide opportunities to role-play healthy habits throughout the day.
- Give instruction in basic community safety rules (e.g., wearing seat belts, crossing at the crosswalk, stranger danger).

Physical/Health and Safety Guidelines

Guideline I: The child develops small and large motor coordination.

Objective 1: Exhibits small motor coordination.	Possible Strategies
<p>a. Demonstrates dexterity and control needed to use everyday objects (e.g., can use wrist, hand, and fingers to turn objects such as screw lids; can use fingers to button and zip; coordinates finger and wrist movement to control scissors; uses a single finger to push a button; has a mature pincer grasp to hold pencil and other writing/drawing tools).</p>	<ul style="list-style-type: none">• Provide a tool center with real child-sized tools, including screwdriver, hammer, pliers, wrench, nuts, bolts, wood, and nails. Direct instruction is given as to the proper use of the tool center. Center is used under close adult supervision.• Provide opportunities to develop control by peeling fruits such as oranges, squeezing glue bottles, and fitting interconnecting blocks.• Supply dress-up center with clothes with buttons, zippers, and snaps.• Equip math center with pegboards, geoboards, and lacing cards.• Include whole-hand and finger activities such as finger printing, finger painting, playing with play dough, and finger plays such as “Where Is Thumbkin?”• Provide opportunities for children to use technology such as tape recorders, calculators, computers, play cameras/video recorders, telephones, and cash registers where they push buttons, dial, hold objects still, and open and close drawers.• Observe use of child-sized scissors with thumb on one side and 3rd and 4th finger on the other side, with 2nd finger being used to guide direction of the cutting.• Provide different types of scissors, including decorative-edged scissors, scissors with springs, left-handed scissors, ambidextrous scissors, and assistive scissors (with teacher loops outside of child loops).• Provide activities such as tightening and loosening nuts and bolts, screwing and unscrewing lids on jars, tearing paper, and squeezing objects such as clothespins, tweezers, and eye droppers, which will support the development of the use of thumb and forefinger pads to hold objects (pincer grasp).• Observe whether child is holding the tools with the palm or with a tripod finger grasp.• Furnish writing instruments such as crayons, markers, and pencils in a variety of sizes and thicknesses.

b. Demonstrates eye-hand coordination (e.g., can coordinate hands to pour from one object to another, can strike at a stationary object, coordinates arm and hand movement to create art).

- Incorporate writing/drawing materials into all centers.
- Make blocks, Legos, and other building materials available on a daily basis.
- Choose a variety of appropriate puzzles for use within the learning environment.
- Encourage water and sand table use.
- Provide a small pitcher for children to use for pouring.
- Provide equipment such as paddles, balls, balloons, and tee ball stands to practice batting (striking).
- Provide opportunities for children to easel paint.

Objective 2: Exhibits large motor coordination.	Possible Strategies
a. Demonstrates control and balance during movements that move the child from one place to another (locomotor) (e.g., walks forward in a straight line, hops, runs, jumps over low objects).	<ul style="list-style-type: none"> • Begin movement activities with warm-ups, including hopping, walking forward and backward, and running. • Place footprints on stairs to assist in walking up or down stairs using alternating feet (left footprint is different color than right footprint). • Arrange jump ropes and hula hoops on the floor. Children are challenged to jump into and out of the hula hoops and over the jump ropes without touching them. • Design relay races where children run forward on a line to complete an action such as touch a wall or pick up an object. • Play tightrope walker. Use lines, cracks in the sidewalk, tile, a balance beam, or drawn lines for children to walk forward or backward, toe-heel.
b. Demonstrates coordination and balance in movements that do not move the child from one place to another (non-locomotor) (e.g., balances on one foot, moves body parts in isolation).	<ul style="list-style-type: none"> • Practice balancing on one foot near a wall. If children need to touch the wall they can, and then continue balancing. • Have children freeze in different positions (e.g., like a bear, like a tower, in the smallest position, like a bridge, with three body parts touching the ground). • Play mirror game with children where the leader slowly moves one body part at a time and others mirror movement. • Warm up muscles by stretching, bending, and twisting the body.
c. Demonstrates control of large muscles to manipulate objects (e.g., throws, catches and kicks balls; rides wheel toys).	<ul style="list-style-type: none"> • Provide medium-sized inflatable beach balls to play catching and throwing games. • Provide nontraditional equipment for the children to practice throwing and catching, such as balloons, bandanas, scarves, and newspaper balls. • Slightly deflate balls so that they are easier for the children to kick. • Have children use targets on the ground (drawn circles) for “target practice.” Children drop a ball on a target; catch the ball, and then move on to another target. • Provide opportunities for children to use a variety of outdoor equipment, including wheel toys, hula hoops, and jump ropes.

d. Exhibits control of body movement through space (e.g., runs and stops, changes direction while in motion, moves in response to a cue, dances).

Possible Strategies

- Incorporate movement games into outdoor time such as “Red Light, Green Light,” “Ring Around the Rosies,” “Follow the Leader,” “Freeze Tag,” where children can run and stop or change direction while in motion.
- Play games where children explore movements and run and stop, step sideways, and hop.
- Play games where children respond to cues such as moving to a drum beat or music. Children match movements with the beat, moving slowly with a slow beat and moving quickly to a fast beat, and freezing when there is no beat.
- Provide opportunities for children to move and dance to a variety of musical genres from different cultures.
- Have children move in straight, curvy, and zigzag lines as they act out stories, sing songs, or simply explore movements.

Guideline II: The child develops an understanding of health and safety.

Objective 1: Shows independence in personal care.	Possible Strategies
a. Develops independence in personal hygiene.	<ul style="list-style-type: none">• Inform parents regarding bathroom procedures.• Inform parents that elastic-waist pants and shoes and outerwear with Velcro closures are easy for children to use.• Place tissues and garbage cans in several locations within the room.• Provide an instructional chart for children to follow as they use the sink.• Practice dry hand washing by singing “This is the Way We Wash Our Hands” to the tune of “Here We Go Round the Mulberry Bush.”
b. Develops independence in personal care.	<ul style="list-style-type: none">• Do not “jump in” and help children who need more time to put on their outerwear.• Demonstrate techniques for putting on outerwear, such as laying outerwear on the floor, placing arms in sleeves, and flipping it over head.• Set up signal for cleanup (e.g., sing a song, ring a bell, chant, play a triangle).• Establish routines and procedures for cleanup. Provide finger foods that can be handled easily by children.• Provide silverware for children to use.

Objective 2: Participates in self-selected or organized activities that enhance physical fitness.	Possible Strategies
a. Plays outdoor games.	<ul style="list-style-type: none"> • Provide regularly scheduled and supervised outdoor play, serving as a motivator and facilitator of organized activities and child-directed activities. • Participate in games with children. • Design outdoor play centers. • Provide equipment for children to use independently.
b. Uses outdoor equipment appropriately.	<ul style="list-style-type: none"> • Teach and enforce rules for outdoor equipment use. • Organize equipment for easy access and return. • Define appropriate areas for use of toys (e.g., sand toys stay in the sand area).
c. Participates in movement activities.	<ul style="list-style-type: none"> • Partner children for movement activities. • Model movements for children. • Provide materials such as scarves, hopper-stompers, hippity-hops, parachutes, and wheel toys.
d. Eats a variety of foods.	<ul style="list-style-type: none"> • Provide or encourage parents to provide healthy snacks for snack time. • Design lessons that teach about the qualities of healthy foods (low salt, sugar, and fat). • Include healthy snacks from the cultures represented in the group. • Do not use food as a reward for behavior.

Objective 3: Practices safety procedures.	Possible Strategies
a. Follows indoor safety rules.	<ul style="list-style-type: none"> • Model walking inside the building regardless of time constraints. • Play “follow the leader” while walking through the building. • Explain why walking indoors is important. • Enforce emergency drill procedures and have children practice during regularly scheduled as well as unscheduled times. • Model by participating in emergency procedures.
b. Follows outdoor safety rules.	<ul style="list-style-type: none"> • Remind parents who may be driving that all children must wear seatbelts. • Check to make sure that all children are wearing seatbelts before leaving on a trip. • Learn about bus safety when seatbelts are not available. • Invite community members such as the school principal, police officers, firefighters, and crosswalk guards to reinforce safety rules. • Have children look left-right-left before crossing the street. • Model and practice appropriate safety procedures when approached by a stranger. • Teach children the importance of establishing a code word with their families for identification. • Remind children of safety procedures before leaving on a field trip. • Do not place child’s name on clothing where it can be seen by others while on a field trip.

Social/Emotional

A positive self-concept and emotional development are the foundation for all learning. Social skills are necessary for participating in the most basic interchanges, such as conversations and turn-taking. Studies show that children who are socially competent and emotionally secure are better able to participate in learning experiences in positive ways.

For many children, the preschool year is their first experience in a non-family, structured social environment. As such, they are beginning to acquire those abilities which will allow them to develop cooperation, conflict resolution, self-regulation, and responsibility skills. Although many of these skills will be learned and refined by interacting with peers, children profit from the guidance of knowledgeable and caring adults.

Teachers support learning when they:

- Gain an understanding of a child's preferences, interests, background, and culture, and include this understanding in the development of instruction and learning environment.
- Embed opportunities throughout the day to provide positive, affirming statements to children.
- Play with children on their level.
- Share information about themselves and find commonalities with children and others.
- Follow the child's lead during play.
- Acknowledge the child's efforts.
- Know the child's strengths and weaknesses.
- Have conversations with children individually on a regular basis.
- Let children know they are liked and appreciated.
- Provide direct instruction on appropriate social interaction skills for children and parents.
- Design activities that require social interaction.
- Maintain a respectful attitude toward children and parents.
- Demonstrate problem-solving techniques in relationships.
- Acknowledge, respect, and validate child's expression of emotions.
- Guide and assist children in choosing words to express their emotions and those of their peers.
- Value child's expression of negative emotions as teaching opportunities.

Social-Emotional Guidelines

Guideline I: The child develops self awareness and positive self-esteem.

Objective 1: Knows personal information.	Possible Strategies
a. Knows first/last name and age.	<ul style="list-style-type: none">• Have children introduce themselves to guests by using first and last name.• Acknowledge children's birthdays and compare their age with others in the class, (e.g., "Today Jordan is four years old. Who else is four?").
b. Knows parents'/caregivers' first names.	<ul style="list-style-type: none">• Have children draw a family picture, and then ask for parents' names to label child's family drawing. Have family information sheet handy to help children with family names.
c. Knows friends' names.	<ul style="list-style-type: none">• Give children opportunities to help with transitions (e.g., a child calls other children's names to move from one activity to another).

Objective 2: Demonstrates awareness of abilities and preferences.	Possible Strategies
a. Selects activities based on preferences.	<ul style="list-style-type: none">• Ask children to explain their choices and preferences.• Have children select a first and second choice when presented with choice of activities.
b. Volunteers to participate in activities.	<ul style="list-style-type: none">• Use knowledge of children's likes and dislikes to design activities.• Give children opportunities to self-select activities; for example, hold up a picture of blocks and a picture of a snack. Children select which activity they want to do first.
c. Asks others for help when needed.	<ul style="list-style-type: none">• Allow child to develop awareness of his or her own abilities by not helping too soon.• Encourage children to accomplish as much as they can on their own, but let them know that you and their classmates are there to help each other.

Objective 3: Develops growing capacity for independence.	Possible Strategies
a. Leaves parent or caregiver without undue anxiety.	<ul style="list-style-type: none"> • Have a set routine for each morning when the children come to school. The children pick up their name tags and put them on, hang up their backpacks, and choose an activity from the game/toy center. Engaging center activities are rotated frequently. Transitioning from a parent is easier because there is an engaging routine to start the day. • Have caregiver provide an object (photograph, note, small stuffed animal) that can be placed in child's backpack and used for reassurance.
b. Selects own activities.	<ul style="list-style-type: none"> • Provide daily opportunities for children to self-select activities. • Structure the day with a variety of whole and small group, large and fine motor, and open-ended and closed-ended activities.
c. Stays on task as appropriate to activity.	<ul style="list-style-type: none"> • Limit duration of circle time to attention span of children. Children may listen to a story, sing songs, and discuss activity options. Circle time increases according to the group's ability. • Help children expand their play (e.g., at the sand and water table, Billy spends about two minutes filling all of the toys up with water and dumping the water out and goes to the next center. The teacher sits beside Billy and shows him where other items are found and helps him experiment with what floats and what sinks in the water. Later, the teacher helps Billy explain to Susie what floats and what sinks. The two of them start to experiment with other items).

Objective 4: Expresses self in different roles and mediums.	Possible Strategies
a. Plays different roles in dramatic or free play.	<ul style="list-style-type: none"> • Change theme or props in dramatic play regularly, drawing different groups of children to use it. • Provide props such a refrigerator box decorated as a school bus. The children take turns playing bus driver, children, and bus mechanic. They use hats, coats, and other items found in the center. • Encourage children to accept different roles such as being “it” in tag games, dealing cards in card games, or being the patient at the hospital.
b. Accepts and is responsible for class job or assignments (e.g., line leader, pet feeder, attendance, teacher helper).	<ul style="list-style-type: none"> • Organize opportunities for children to contribute to their learning community (e.g., children throw away own snack plates). • Provide jobs for students and praise them upon carrying them out.
c. Expresses emotions and feelings through open-ended play, dance, visual arts, and music.	<ul style="list-style-type: none"> • Model and provide opportunities for children to participate in fine arts (painting, modeling/molding, collage) activities on a regular basis. • Play different genres of music while children move, paint or draw. They share what the music sounded like to them and how it influenced their work (e.g., “It was fast and I moved fast”). • Explore dance and movement with the children while listening to a wide variety of music, including music from the cultural makeup of the group.
d. Expresses feelings and emotions through language.	<ul style="list-style-type: none"> • Model, then allow children to practice, expressing themselves based on different emotions or situations (e.g., child broke a project she had been working on). • Guide children through “What would you do?” questions based on everyday situations, texts, songs, and poems. • Encourage children to tell others how they feel when they are faced with a conflict, or experience success, sadness, or fear.
e. Finds ways to share accomplishments with others.	<ul style="list-style-type: none"> • Reserve part of the day for children to share their work. • Reserve part of the room for display of children’s self-selected work. • Communicate recognition of children’s effort and tenacity. • Have children assemble on the rug and take turns showing their favorite project or sharing their favorite activity with others.

Guideline II: The child develops social skills that promote positive interactions with others.

Objective 1: Develops skills to interact cooperatively with others.	Possible Strategies
a. Participates in learning activities.	<ul style="list-style-type: none">• Design learning experiences that are engaging, relevant, and within a child's ability.
b. Contributes to discussions.	<ul style="list-style-type: none">• Provide immediate positive feedback or positive acknowledgement when children make attempts to participate in discussions. Children need to feel that their responses are valued, and feel safe offering those responses without fear of rejection, correction, or ridicule.• Be aware of children who are not participating and find ways to include them in discussions. The participation may be physical such as pointing to something, or moving something instead of offering an oral comment.
c. Takes turns.	<ul style="list-style-type: none">• Play games such as board games, card games, and ball games that require the children to take turns.
d. Shares.	<ul style="list-style-type: none">• Give children opportunities to work in small, independent groups with understood rules, where they are able to practice social skills along with the task at hand.

Objective 2: Participates in cooperative play.	Possible Strategies
a. Follows agreed-upon rules.	<ul style="list-style-type: none">• Allow children to modify rules or make up their own rules to games and play.
b. Joins in ongoing activities.	<ul style="list-style-type: none">• Guide children when joining others in play (have children observe others playing, define a role they would like to take), and suggest to the group the role they can take: "I'll be the ____."• Play games such as "The Farmer in the Dell" where children systematically join in.
c. Invites others to join in play.	<ul style="list-style-type: none">• Suggest to child, "Hey, let's ask ____ if he'd like to join us."

Objective 3: Employs positive social behaviors with peers and adults.	Possible Strategies
a. Uses positive nonverbal gestures such as smiles, nods, and waves, and culturally appropriate eye contact.	<ul style="list-style-type: none"> • Use positive nonverbal gestures such as smiles, nods, waves, and culturally appropriate eye contact to communicate and play with children.
b. Shows interest in others.	<ul style="list-style-type: none"> • Point out acts of kindness and fairness in literature, everyday group situations, and personal life. • Role play phrases that can be used to demonstrate interest in others (e.g., “That is really cool”; “Are you okay?”).
c. Makes friends with peers.	<ul style="list-style-type: none"> • Pair children to work together. • Design centers for different numbers of children, including large groups, small groups, and pairs. • Allow children to choose where to work and play.
d. Forms positive relationships with adults.	<ul style="list-style-type: none"> • Interact positively with children on a 1:1 basis. • Make eye contact on child’s eye level so that child does not have to look up during a conversation.

Objective 4: Develops self-control by regulating impulses and feelings.	Possible Strategies
a. Follows established rules.	<ul style="list-style-type: none"> • Collaborate with children in establishing developmentally appropriate rules. • Incorporate rules into daily routines (e.g., “We respect others when we line up without touching others; we respect others when we ask them if we can play with their toys”).
b. Understands and follows routines.	<ul style="list-style-type: none"> • Post a simple picture schedule at child’s level with large pictures and 1-2 word descriptions (e.g., “opening,” “choice time,” “music time”) indicating the sequence of events for the day. • Establish daily routines or schedules so that children know what to expect. However, spontaneity and flexibility are not to be suppressed at the expense of following routines. • Review the daily schedule at the beginning of the day so that children can anticipate events.
c. Modifies behavior for different environments such as library area, eating area, and outdoor area.	<ul style="list-style-type: none"> • Set clear, modeled, and consistent behavioral expectations. • Remind children of expected behavior before moving from one area or activity to another.
d. Follows requests made by teacher.	<ul style="list-style-type: none"> • Use consistent cues for children to transition easily (e.g., children start to clean up when the teacher starts to sing the “clean-up song”; children go to choice activities after the teacher has shown pictures of each choice). • Make requests respectfully, using “please” and “thank you.”

Objective 5: Expresses emotions and feelings.	Possible Strategies
a. Identifies feelings (e.g., thirsty, hungry, hot, cold, pain).	<ul style="list-style-type: none"> • Use real daily situations to help children identify feelings. • Use literature such as <i>The Very Hungry Caterpillar</i> or <i>Stone Soup</i> to help children identify feelings.
b. Identifies own emotions (e.g., happy, sad, angry, frustrated, bored, lonely, afraid).	<ul style="list-style-type: none"> • Identify emotions as they are expressed by the children in daily situations. • Use literature as a tool for identifying and discussing a wide variety of emotions. • Take photographs of children as they portray different feelings. Each photograph is labeled and used as a discussion starter. "Suzie looks _____. I wonder why she feels this way."
c. Demonstrates empathy.	<ul style="list-style-type: none"> • Demonstrate and acknowledges acts of empathy. • Model and verbalize empathetic thoughts and actions.
d. Expresses needs and desires to others through appropriate communicative means (e.g., physical, verbal, signed, communicative device or system).	<ul style="list-style-type: none"> • Guide children, offering words for them when they are unable to express themselves. • Validate children's feelings, but not necessarily their behavior.

Objective 6: Develops skills to solve conflicts. With guidance, child:	Possible Strategies
a. Is aware that others may have different feelings and emotions than his or her own.	<ul style="list-style-type: none"> • Have several children express their feelings about a common theme such as their favorite pet or food, and have them share why they like it. Point out that they enjoy different things. • Provide opportunities for children to practice interpreting expressions and gestures during story time, music, art appreciation, and role play.
b. Responds appropriately to tone of voice, facial expressions, and gestures of others with guidance.	<ul style="list-style-type: none"> • Give children opportunities to play with and label tones of voice and gestures in music, poetry, chants, stories, dramatic play, and puppets. • Coach children in understanding verbal and physical cues of others.
c. Asserts rights by telling others how he/she feels (e.g., “I don’t like it when you push me”).	<ul style="list-style-type: none"> • Have children practice expressing their feelings as part of conflict resolution. They practice posture, tone, eye contact, and “‘I’ messages,” such as “I don’t like it when you push me.” • Guide children, if necessary, when asserting rights in real situations.
d. Finds ways to help others.	<ul style="list-style-type: none"> • Help child take steps to comfort the other children, as appropriate. • Guide child: “What do you think he needs right now?” • Guide child: “Let’s see what we can do to help him.”
e. Seeks out appropriate help when unable to find a solution.	<ul style="list-style-type: none"> • Assess situations and ask appropriate questions when asked for help (e.g., “What happened? Is there a rule about this? Did you tell him how you felt? What’s your idea for a solution?”). • Instruct the children on appropriate ways to ask for help if they get lost or need help (e.g., find a mom with kids, ask a worker behind the counter, find a policeman). • Model appropriate ways to ask for help.

Objective 7: Respects others and their belongings.	Possible Strategies
a. Asks permission to use things that belong to others.	<ul style="list-style-type: none"> • Model how to ask for permission to use others' materials.
b. Uses materials purposefully, safely, and respectfully.	<ul style="list-style-type: none"> • Model and reinforce appropriate use of materials. • Balance the use of materials between open experimentation and structured use. Teacher understands that if the use of materials is too restrictive and involved, children may stop using them.
c. Recognizes that others' needs are important.	<ul style="list-style-type: none"> • Call attention to the feelings and needs of other children in various situations.